

Appendix A
Maine Department of Education
Title II, Part B, Mathematics and Science Partnerships
RFP# 200802155

A. Cover Page

Submitted by: Great Schools Partnership at the Mitchell Institute, Inc.

Requested Amount: \$199,104 over three years (\$99,985 for the first year)

Number of teachers directly served: 16 public-school teachers and 6 CTE instructors

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State: Maine

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The provider certifies that to the best of his/her knowledge the information in this proposal is correct, that the governing body of this organization or institution duly authorizes the filing of this proposal, and that the provider will comply with the attached statement of assurances.

David Ruff

Authorized Official

Co-Executive Director

Title

Signed _____ Date _____

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications

NAME OF APPLICANT ORGANIZATION:

Great Schools Partnership

PROJECT NAME:

Southern Aroostook Math and Science Partnership

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE:

David Ruff, Co-Executive Director

SIGNATURE AND DATE:

B. Abstract

The Great Schools Partnership is requesting \$199,104 from the Maine Department of Education over the next three years (\$99,985 for the first year) to increase student achievement, improve the content knowledge of teachers, strengthen and align curricula, and enrich collegial and institutional relationships in three public-school math and science programs in Maine's Southern Aroostook region. The Southern Aroostook Math and Science Partnership includes three public schools identified as high-need LEAs—East Grand School (grades 6-12), Katahdin Middle/High School (grades 7–12), and Southern Aroostook Community School (grades 6–12)—the Region II School of Applied Technology (the region's career and technical education center in Houlton), the mathematics and science faculty of Northern Maine Community College, and the Great Schools Partnership, an experienced Maine-based school-support organization.

The project's four main components include (1) the creation of Professional Learning Communities within and among partner faculties to increase collegial and interdisciplinary collaboration; (2) intensive, multi-day professional development seminars delivered annually to enhance content knowledge and expand the instructional repertoires of participating teachers; (3) the development of inquiry-based science and mathematics curricula that emphasize meaningful, long-term investigations; and (4) implementation of the iWalkthrough system to facilitate peer observations and data-informed reflection and decision making.

Designed to address identified instructional, curricular, and professional-learning needs in mathematics and science programs in partner schools, the project represents a commitment to long-term, sustainable improvement—regardless of changes in staffing or leadership—through enhanced regional collaboration, job-embedded professional development, data-driven strategic planning, and curriculum development and alignment.